ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/26/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001246	N.A.	CR F-051

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Braddock, Richard

5. TITLE OF DOCUMENT ABSTRACTED: A Conference for An Advanced Standing Program in Composition

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. U. of Iowa
ST. Iowa City, Iowa
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Cooperative Research Prog., Office of Edu. - Washington, D. C.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	65	41

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☒

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

college entrance examinations	advanced placement program	secondary level	
composition	college preparation	English	
composition skills	teacher education	teacher techniques	

17. ABSTRACT (MAX. 250 WORDS)

Progress made toward establishing an advanced program in English is discussed. The immediate objective of this program is to offer the best college-bound twelfth-grade students instruction and practice in composition at a level and under conditions which will increase the probability that cooperating colleges will excuse them from some of all of the usual freshman composition requirement and still grant them full college credit. A unique characteristic of the Advanced Standing Program which distinguishes it from the Advanced Placement Program of the College Entrance Examination Board is that it has no one standard examination but leaves to each college the evaluation of the entering freshman's qualifications in the light of the individual college program.

The Advanced Standing Program offers several benefits to the students involved. The more intensive instruction should accelerate their development in thinking, writing, reading, and speaking and thereby aid the students in adjusting to college studies. Some students, to their financial or personal advantage, may be assisted in reducing the number of terms spent in college. The teachers of this program should also benefit as a result of a Summer Seminar required before their first year of this special instruction. Indirectly, the teachers involved in this program may yield improvement in the classes of their fellow English teachers, and perhaps even in the classes of colleagues in other disciplines.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ED001246

A CONFERENCE FOR AN ADVANCED STANDING PROGRAM IN COMPOSITION

Cooperative Research Project No. F-051

by Richard Braddock

The University of Iowa

Iowa City, Iowa 52240

1965

The development reported herein was supported by the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education, and Welfare.

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PROBLEM

Common among college composition teachers is the belief that many entering students would not need to take the freshman composition course if they had had adequate instruction and practice in writing at the secondary school level. This is not to say that adequately instructed entering freshmen do not need to improve their writing; the falsity of that position is attested to by the existence of advanced writing courses of various kinds in colleges and universities throughout the United States. It is apparent that as educated people mature, their problems in writing become more complex and more specialized. The complexity of a master's thesis or doctor's dissertation, for instance, presents problems in gathering, analyzing, selecting, and organizing reference material, problems which the student often has not faced before--and which he was not ready to face as a freshman. Special problems are involved in writing technical or business reports, or newspaper feature articles, or novels, plays, or poetry--problems which are too specialized to be imposed upon freshman students in general. Thus, no matter how well students are instructed at the high school or college freshman levels, they may still have much to learn about writing as their interests become more complex or more specialized. But this report does not concern complex and specialized writing; it concerns instead the kinds and levels of writing which a person is typically called upon to do as a college undergraduate or as an active citizen. It is these types of writing in which the able high school student should achieve competence if he receives adequate instruction and practice in high school, competence enough to carry him through college if he maintains this competence by being called upon to write frequently, meeting reasonably high standards, throughout his college career.

Most beginning college freshmen do not write well enough to meet the standards of common adequacy described above. At the University of Iowa, for example, where freshmen who place in the top third of the entering class on the English test of the American College Testing Program battery are given an opportunity to exempt themselves by a theme examination from the composition requirement, only 85 students of the 626 eligible to attempt exemption in writing achieved that status in September, 1964. Some colleges do not even offer an opportunity to test out of the freshman composition course, evidently often on the asuumption that so few students would achieve exemption that the results are not worth the effort of conducting an exemption examination. Although such inadequacy may be attributed to the immaturity or mediocre reasoning ability of some freshmen, other freshmen who seem to be mature enough and who seem to reason well display inadequacy attributable to other factors.

One very clear factor is that many high school juniors and seniors receive little instruction in composition or criticism of their writing. Eleventh and twelfth grade English courses have been concerned in many schools with the study of American and English literature, often to the virtual exclusion of actual instruction and practice in writing. Even under the Advanced Placement Program sponsored by the College Entrance Examination Board, teachers seem typically to have emphasized the coverage of many works of literature; although they seem to have their students write frequently, too often the teachers seem not to have afforded much instruction in composition and probably have focused their criticisms of student writing on problems in literary analysis more than on problems in the composing and expression of ideas. One spokesman for the APP highlighted a cause of the situation in these terms:

> ...we have ourselves partly to blame, for many of us, like our colleagues in the colleges, are drawn to increasing commitment to the study of literature, and find ourselves little prepared, and often, under the constant and bitter pressures of time especially in APP teaching, little inclined to accept our responsibilities in the teaching of writing.[1]

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[1]George R. Creeger, Consultant in English to the College Entrance Examination Board. "Report of the Workshop on Advanced Placement Program Standards in English, February 1, 1964." New York: Metropolitan School Study Council. Mimeographed.

Judging not only from the insight and accumulated experience of an authority like Kitzhaber[2], but also from the experimental results of an investigator like Buxton[3], it seems evident that mere frequency of writing is not enough to develop competence, that careful instruction, detailed constructive criticism, and revision are necessary to achieve optimum results at the level of older adolescence.

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[2]Albert R. Kitzhaber. Themes, Theories, and Therapy: The Teaching of Writing in College. New York: McGraw-Hill Book Company, 1963. Pp. 133-138.

[3]Earl W. Buxton. "An Experiment to Test the Effects of Writing Frequency and Guided Practice upon Students' Skill in Written Expression." Unpublished Ph.D. dissertation, Stanford University, 1958.

Another clear factor in the inadequate writing of entering college freshmen, a factor which undoubtedly contributes to the common failure to emphasize composition instruction, is the difficulty teachers experience in affording detailed constructive criticism on student papers when their teaching loads range between 150 and 180 students. Dusel[4] demonstrated very graphically that English teachers with such heavy loads cannot mark

frequent papers in a preferred manner.

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[4]William J. Dusel. "Determining an Efficient Teaching Load in English," Illinois English Bulletin, XLIII (October, 1955), 1-19.

Partly as a result of the Dusel study, the National Council of Teachers of English has strongly endorsed the principle that no English teacher should teach more than four English classes and that his total load of students at any one time should not exceed one hundred.

A final explanation lies in the fact that many English teachers are not adequately prepared to teach composition. Often the teacher's undergraduate preparation included no course in composition beyond the freshman course.[5]

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[5]Committee on the National Interest. The National Interest and the Teaching of English. Champaign, Illinois: National Council of Teachers of English, 1961. P. 70.

Any editor of a state English teachers' bulletin can attest to the difficulty of obtaining manuscripts--not necessarily good manuscripts, but any manuscripts. The simple fact is that many English teachers seldom if ever write for public scrutiny after they receive their undergraduate degrees. They are expected to teach a complex craft in which they themselves have had little college-level instruction, followed by little disciplined experience.

In short, some reasons are clear why many high school students do not develop competence in writing, and the causal situations examined here are not beyond remediation. It seems plausible that many able students could be brought to a college level of competence in writing before they leave high school if their teachers were adequately prepared to teach composition, were influenced to use their preparation by instructing students well in

written composition, and were given moderate teaching loads to permit adequate planning, marking of papers, checking of revisions, and conferring with students. Even if these conditions were all established, some able high school students still would be deterred from achieving competence by weak home background, low motivation, or general immaturity. But the strength and pervasiveness of such deterrent factors will not be known until the remediable situations are improved.

OBJECTIVES

Improvement of the writing competence of high school students is the ultimate objective of this project. At first focusing on the ablest college-bound students in the larger high schools of Iowa to enhance the possibilities of success while a writing improvement program is being established, the project ultimately aims--at least by example, if not by direct action--to infuse with more effectiveness the composition programs of Iowa schools in general. To achieve the ultimate aim, an Advanced Standing Program in English is being established with several contributory aims:

1. To stimulate the larger high schools in Iowa to offer their best college-bound students instruction and practice in composition at a level and under conditions which will increase the probability that colleges will excuse these students from some or all of the usual required freshman composition without loss of college credit.

2. Through a summer institute preceding the offering of advanced standing courses, to afford special preparation in the teaching of composition which may (1) help the selected high school teachers understand what is required of students in freshman composition courses and hence

(2) help the teachers become better writers themselves and better teachers of writing and hence (3) indirectly disseminate among their non-participating colleagues a clearer sense of the importance and means of teaching composition effectively throughout the entire English curriculum.

3. To engage Iowa college and university freshman composition teachers actively and realistically in teacher education.

4. To determine whether or not such an advanced standing program improves the composition of the students participating in it significantly more than the composition of college-bound students taking the usual twelfth grade English courses.

Most immediately, this project proposed to hold a ten-day conference to plan the procedures by which the above objectives could be achieved. Specifically, the conference was to plan (1) the nature and standards of the instruction to be offered in the cooperating high schools, (2) the nature of the institute to be offered during the summer of 1965, and (3) means for determining whether or not the Advanced Standing Program improves the composition of participating students more than the composition of students taking the usual twelfth grade English courses.

PROCEDURE

During the winter of 1963-64, extensive groundwork was undertaken to establish an advanced standing program in composition in Iowa. Two conferences were held (at the University of Iowa in Iowa City and at Iowa State University in Ames) at which representatives of those institutions and of the State

College of Iowa and of Drake University met with representatives of the following high school systems: Ames, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Iowa City, Mason City, Newton and the University of Iowa high school. These high schools (with the exception of the University High School) represented eight of the twenty high school districts in Iowa deemed large enough (enrollment of 750 students in grades 10-12) initially to offer advanced standing work. Although none of these schools had yet been shown a program planned in enough detail to permit acceptance or rejection, all eight evinced a strong interest in the possibilities. Only one of the twenty schools--Spencer--indicated its inability to participate at that time.

At the insistence of a high school language arts coordinator at one of the conferences described above, high school and college representatives completed a schedule of visitations to each others' classrooms to obtain a clearer notion of what goes on in high school and college composition instruction and what are the students' problems.

Jan. 10.	Rossevelt High School, Des Moines.
Jan. 17.	State University of Iowa and University High School, Iowa City.
Jan. 30-31.	Iowa State University, Ames, and Ames High School.
Feb. 13-14.	Washington and Jefferson High Schools, Cedar Rapids.
Feb. 20.	Mason City Senior High School.
Feb. 26.	Davenport High School.
Mar. 13.	State College of Iowa, Cedar Falls.
Apr. 3.	Jefferson and Lincoln High Schools, Council Bluffs.

The visitations not only gave the representatives a better idea of what was going on in each others' classrooms but helped to develop a spirit of cooperativeness and mutual understanding which contributed greatly to the subsequent success of the planning conference. At a one-day steering

session held in April, the directors of freshman composition at the three state institutions of higher learning sketched out a procedure for the planning conference and decided which high school representatives to invite as participants. --All of the expenses of the project up to this point--mostly travel expenses--were borne by the high schools and colleges involved.

The ten-day conference--the portion of this project funded by the Cooperative Research Program of the U.S. Office of Education--was held at the University of Iowa campus in Iowa City from June 1 through June 10. The participants--named on the inside front cover of "The Prospectus" (Appendix A)--represented the directors of the freshman course at the three state institutions of higher learning and Drake University, two high school curriculum consultants, and four high school English teachers, three of whom were chairmen of their departments. In addition to these full-time participants, the conference drew heavily on three consultants--specialists in speech, reading, and literary style. The diversity of programs and perspectives represented was invaluable in shaping an Advanced Standing Program in English flexible enough to be useful, yet the understanding developed by the school visitations, and the temperaments of the participants, permitted a constructive attack which, though occasionally achieved through laborious discussion, yielded plans upon which all agreed.

Meeting all day every day, the participants first worked out the details of the Advanced Standing Program in general, including the basic list of "Elements of Thought for Writing, Reading, and Speaking." (See the inner pages of "The Prospectus.") Then the conference developed a reservoir of "Sample Composition Assignments and Rhetorical Exercises" (See Appendix B) to be expanded and refined at the Summer Seminar at which Advanced Standing teachers will receive further training. Finally, the conference considered ways of evaluating the effectiveness of the Advanced Standing Program in

in improving the composition of the students participating in it.

RESULTS

The chief products of the ten-day conference were the "The Prospectus" and the "Sample Composition Assignments." Because copies of these are included as appendices to this report, the reader is referred directly to them for details.

The third product of the ten-day conference was a procedure for evaluating the effectiveness of the Advanced Standing Program in English. Because a key provision of the Program is that each higher institution makes its own decision about how much advanced standing, if any, to grant each high school graduate who has had a twelfth-grade Advanced Standing course, it seemed appropriate not to use a standard theme examination to measure the effectiveness of the Program but the criterion used at each institution of higher learning. Consequently, each participating college will be asked to evaluate, just as it does for the Advanced Standing students, other able students from each paritcipating high school who have not had the Advanced Standing course. Then, without revealing the results of the evaluation, the college will ask each high school, insofar as it seems possible, to match one of its non-Advanced Standing students with each of its Advanced Standing students. The matching admittedly will be only roughly approximate because of the small numbers of students involved from each high school at each college, but the tentative plan is to match according to sex, percentile ranks on the English Test of the Iowa Tests of Educational Development (administered during the eleventh grade), and eleventh grade teachers' estimates of the students' motivation and proficiency in writing. The basis for evaluation, then, simply will be the application of this question: Do the Advanced Standing students receive the same, more, or less credit for

their high school work in composition than the non-Advanced Standing students would have if they had been eligible for such credit?

An immediate result of the ten-day conference has been that "The Prospectus" and the "Sample Composition Assignments" constituted important features in the successful application of Iowa State University for an NDEA Institute for Advanced Study in English which will constitute the first Summer Seminar of the Advanced Standing Program. This should be of inestimable value in obtaining the high-caliber twelfth-grade teachers needed to instruct the Advanced Standing courses.

Another result has been that some of the largest school systems in Iowa have already indicated their intention of participating in the Program. Des Moines, Cedar Rapids, Davenport, Council Bluffs, Columbus High School (parochial) in Waterloo, Mason City, Iowa City, and Ames are known to be planning to participate, and only Sioux City and Spencer have made known their unwillingness. Other high schools have yet to be heard from. A number of Iowa colleges in addition to the four which took part in the planning are ready to extend Advanced Standing, with others undoubtedly to become ready during the ensuing year. Creighton University, Omaha, Nebraska--just across the Missouri River from Council Bluffs--has also indicated its intention of cooperating. In short, there seems to be enough participation at the outset to give the Program a fair trial during its first year. If that trial is successful, it can be expected that the Program will be joined by other high schools and colleges in the state.

IMPLICATIONS FOR THE FUTURE

If the Advanced Standing Program in English is successful in Iowa, one may expect that the teaching procedures will be extended beyond the special classes for which they are originally designed:

1. To the other classes taught by the Advanced Standing teachers.
2. To other English classes taught by colleagues in the same high schools.
3. As the results of the teaching are made known at conventions of Iowa English teachers, to the smaller schools in the state, whose teachers should be eligible to attend summer institutes after the one held in 1965. (One preview of the program has already been presented at the October, 1964, meeting of the Iowa Colleges Conference on English. Another is scheduled for April, 1965, at the meeting of the Iowa Council of Teachers of English.)
4. As the results of the teaching are made known at national conventions and in nationally circulating publications, to high schools and colleges outside of the Iowa borders. (A preview of the program is scheduled for presentation at the April, 1965, convention of the Conference on College Composition and Communication, where the initiator of this proposal is chairman of a workshop on advanced placement and advanced standing programs in English.)
5. As the twelfth grade high school teachers involved in Advanced Standing work find that their success is dependent in part on the teaching which has preceded theirs, to the English teachers of the earlier years--eventually to the elementary school teachers.

Although the "implications" enumerated above seem ideal at this point in time, they do present possibilities which the Advanced Standing Program in

English may present if teachers and students do rise to the situation and strive to improve the teaching and learning of composition when a tangible reward presents itself.

APPENDICES

Two appendices are exhibited in the following pages:

A. A Prospectus of the Advanced Standing Program in English

B. Sample Composition Assignments and Rhetorical Exercises

A PROSPECTUS OF

The Advanced Standing Program in English

This statement was developed at a ten-day conference during June, 1964, at the University of Iowa in Iowa City. Participants in the conference included the following:

Roderick Bickert, Curriculum Director,
Mason City Public Schools

Richard Braddock, Coordinator of the Rhetoric Program,
The University of Iowa, Iowa City

Phyllis J. Brisby, English Teacher,
Thomas Jefferson H.S., Council Bluffs

B. A. Freimuth, Chairman of English Department,
Roosevelt H.S., Des Moines

Richard L. Herrnstadt, Director of Freshman English,
Iowa State University, Ames

Richard S. Hootman, Chairman of English Department,
Iowa City H.S.

Ross M. Jewell, Administrative Assistant for Composition,
State College of Iowa, Cedar Falls

Mary McNally, Chairman of English Department,
Ames H.S.

Mildred Middleton, Language Arts Consultant,
Cedar Rapids Community School District

Curtis C. Page, Chairman of Freshman English,
Drake University, Des Moines

In addition, John Bowers, Richard Lloyd-Jones, and Stanton Thalberg, all of the University of Iowa, served as consultants in their respective areas of speech, literary style, and reading.

The conference was supported in large part through the Cooperative Research Program of the Office of Education, U.S. Department of Health, Education, and Welfare.

FOR FURTHER INFORMATION

About the 1965 Summer Seminar, write to:
Professor Herrnstadt

About the 1966 Summer Seminar, write to:
Professor Jewell

About the Advanced Standing Program in general, write to:
Professor Braddock

THE ADVANCED STANDING PROGRAM IN ENGLISH

The immediate objective of the Advanced Standing Program in English is to offer the best college-bound twelfth-grade students instruction and practice in composition at a level and under conditions which will increase the probability that cooperating colleges will excuse them from some or all of the usual freshman composition requirement and still grant them full college credit. The Advanced Standing Program offers several benefits to the students involved: (1) the more intensive instruction should accelerate their development in thinking, writing, reading, and speaking, (2) some students, to their financial or other personal advantage, may be assisted in reducing the number of terms spent in college, and (3) some high school students may be aided in adjusting to college studies.

The teachers of Advanced Standing classes should benefit from the program as a result of a Summer Seminar required before their first year of this special instruction. Visitations and conferences will supplement the Seminar during the year following. A consequence should be improvement in the other classes of the Advanced Standing teachers. Indirectly, that may well yield improvement in the classes of their fellow English teachers, and perhaps even in the classes of their colleagues in other disciplines. In these ways the Advanced Standing Program should invigorate the instruction of many students at many levels.

The Advanced Standing Program has been designed to reinforce and supplement, not replace, the Advanced Placement Program sponsored by the College Entrance Examination Board. The emphasis on composition in the Advanced Standing Program and the emphasis on literature in the APP may be interwoven in the same class to the benefit of the students, whichever colleges they plan to attend. In fact, the composition emphasis should do much to help the student clarify and deepen his analysis and appreciation of literature in courses having a literary emphasis. Of course, some Advanced Standing courses may emphasize instead the nature of the English language, rhetorical principles, or other subject matters within the area of English.

A unique characteristic of the Advanced Standing Program is that it has no one standard examination but leaves to each college the evaluation of the entering freshman's qualifications in the light of the individual college program. A college which has separate courses in freshman composition and introduction to literature may examine the Advanced Standing entrant in composition and, if he qualifies, move him directly into the literature course and grant him credit for the composition course at that time. On the other hand, a college which combines freshman composition with an introduction to literature in a sequence of courses may advance the qualified entrant to the second or third term of the course and grant him credit for the preceding course or courses when he has proved his qualifications in the course in which he enrolls. Similarly, a college may or may not examine and grant credit for the public speaking ability of its Advanced Standing entrants, depending upon the program and inclinations of the individual college. By leaving the validation of Advanced Standing high school work to each college, the Advanced Standing Program permits to the colleges a flexibility which they would not have with a standard, all-college examination. By the same token, no high school course is prescribed.

An outline of "Elements of Thought for Writing, Reading, and Speaking" follows to indicate the scope of Advanced Standing courses. The individual teacher can build on this outline in the light of his own high school program and his own teaching strengths.

Advanced Standing teachers with a clear sense of what is involved will wish to cultivate in their students an ability to do narrative and descriptive writing. It is strongly suggested, however, that Advanced Standing teachers place the preponderant emphasis on writing with an overall expository, argumentative, or critical purpose.

Just as good writers or speakers gather material carefully from a variety of responsible sources and show its relationship to the main idea, so do good readers concern themselves with a writer's sources of information and the relevance of his information to his main idea. Good readers, in other words, learn to apply the elements of thought outlined below to what they read, whether it be a novel, a magazine article, a play, an editorial, a textbook. They recognize that an ability to analyze what they read and to see its meaning clearly and fully is closely related to their ability to write.

ELEMENTS OF THOUGHT FOR WRITING, READING, AND SPEAKING

I. Background
   - A. The larger context: social, cultural, historical
   - B. The writer (speaker): knowledge, motive, self-interest
   - C. The audience: knowledge, predispositions, circumstances (setting, situation, and the like)
   - D. The immediate limitations: length, time, assignment

II. Purpose
   - A. Main idea: thesis, proposition
   - B. Desired response: feeling, understanding, belief, agreement, action, analysis, evaluation

III. Material
   - A. Gathering
     1. Sources: previous personal experience, planned reading, planned observation and listening
     2. Types: examples, facts, statistics, statements of authorities
   - B. Selecting: relevance, specificity of details, accuracy, authoritativeness, distinguishing fact and opinion, assessing conflicting evidence
   - C. Clarifying: definition, illustration, showing relationships (actual and figurative), and the like

IV. Structure
   - A. Arrangement: analysis, overall structure, structure of each part
   - B. Proportion, emphasis
   - C. Beginnings, endings
   - D. Transitions

V. Style
  A. Sentences
    1. Structure
      a. Variety
        (1) Length
        (2) Types (loose, balanced, periodic, fragmentary)
      b. Relationship of Parts
        (1) Subordination
        (2) Parallelism
        (3) Word order
        (4) Consistency (point of view, person, tense)
    2. Quality
      a. Unity
      b. Coherence
      c. Emphasis
      d. Conciseness (brevity, economy)
      e. Precision (clarity, accuracy)
  B. Diction: economy, precision, appropriateness, color, freshness
  C. Mood and tone

VI. Literacy in Writing and Delivery in Speech
  A. Grammar
  B. Mechanics

Throughout the thought process outlined above, certain qualities should be sought. Where relevant, the following qualities should be examined:

A. Clear?
B. Interesting, persuasive?
C. Limited?
D. Substantial?
E. Relevant?
F. Consistent (unified)?
G. Appropriate?
H. Responsible (honest, sincere, sources of uncommon information made clear)?

QUESTIONS AND ANSWERS ABOUT THE ADVANCED STANDING PROGRAM IN ENGLISH

1. *Which schools and colleges are invited to participate?*

The Program must necessarily begin on a moderate scale. As a result, while the Program is being shaped, enrollment must be limited, for the most part, to the Iowa senior high schools—public and private—with 750 or more students. Although it was not practicable to involve all of the fifty or so four-year and two-year Iowa colleges in planning the Program activities for the first year, any of these institutions may wish to grant advanced standing and credit to their entering freshmen who have done well in the special courses during the first year, 1965-1966, and all of these institutions are formally invited to participate after

that year. Indeed, colleges in states other than Iowa may also find it beneficial to recognize from the beginning the Advanced Standing work of students who come to them from the participating Iowa schools, whether or not the work has been validated by the CEEB Advanced Placement examination. And if the Iowa beginning is successful, colleges and high schools in other states may well cooperate to establish similar programs, building reciprocal relationships with the Iowa program and with each other.

2. *Which twelfth-grade students should be admitted to Advanced Standing classes?*

Generally speaking, the student should be admitted who has the ability and proficiency of the kind of student who places in the top 10 per cent of the Iowa twelfth-grade norms on the English and reading sections of the Iowa Tests of Educational Development. In addition, the student should be recommended for the Advanced Standing course by his junior English teacher. However, in response to local conditions, a high school may be somewhat more strict or lenient or use other criteria, but the school is warned against being so lenient that it admits students who will not be able to validate their Advanced Standing work when they become college freshmen.

3. *Which teachers should be selected to instruct the Advanced Standing classes?*

It is the responsibility of the high school to select the proper kind of person for its own Advanced Standing teacher (or teachers). The only stipulations made by the Advanced Standing Program are that the teacher have at least the equivalent of an undergraduate major in English and that the teacher participate in the Summer Seminar held previous to the school year in which he teaches his first Advanced Standing class.

4. *What conditions must a high school meet in order to participate in the Advanced Standing Program?*

Although it is reluctant to dictate in any way what a high school does, if the Advanced Standing Program is to be successful certain conditions must be established to permit the teacher and students to function at a high level. In fact, the superintendent or principal is expected to indicate in a letter to the Advanced Standing Program that these conditions will be met.

a. The teacher should have a free hand, within reasonable limits, to try procedures implied by the outline of "Elements of Thought for Writing, Reading, and Speaking" and suggested at the Summer Seminar.

b. The teacher should have a teaching load which permits the kind of careful preparation and thoughtful marking of papers which Advanced Standing students require. (1) Specifically, the teacher should have at least one free period each day for preparation, marking papers, or consulting with individual students in the Advanced Standing Program. (2) Furthermore, to permit adequate class discussion and to keep the paper marking load within bounds, the teacher should (except under unusual circumstances) have no more than four academic classes with a total enrollment of approximately one hundred students, the Advanced Standing class (counted in the four) having no more than twenty-five students. (3) If a school employs lay readers, the Advanced Standing teacher's student load may exceed one hundred so long as the teacher's average marking load does

not exceed one hundred students. Furthermore, unless the lay reader is an exceptionally well-qualified person and the local conditions are most unusual, the papers of the Advanced Standing students must not be marked by a lay reader inasmuch as he doubtless will not have received the necessary preparation, not having attended the Summer Seminar.

c. The high school library should afford Advanced Standing students and teachers the basic references needed for high-level work. These are indicated in a separate brochure entitled "Basic References for the Advanced Standing Program in English."

5. *What is the nature of the Summer Seminar?*

The purpose of the Summer Seminar is to familiarize teachers with high-level approaches found successful in teaching top college-bound students and college freshmen. The Seminar itself, equivalent in work to two college courses, will run through a summer session of the college offering the Summer Seminar that year. The heaviest emphasis will be devoted to written composition, especially to making assignments and marking and grading papers. Observation of teaching of a class of good freshman students will be included. Attention will be given to the content and procedures for teaching public speaking and the reading of imaginative literature and nonfiction. A portion of the Seminar will operate like a workshop, permitting the participants to prepare, in consultation with the Summer Seminar staff, material useful in their own individual Advanced Standing classes. Along with the Seminar, but apart from it, the participant will take a graduate-level course in the structure of the English language. If the participant is already well qualified in structural linguistics he may be permitted to substitute some other graduate course relevant to his Advanced Standing instruction. Graduate credit will be granted for Summer Seminar study.

The Summer Seminar will be offered each year by one of the cooperating Iowa colleges. The tentative schedule for the immediate future is this:

1965—Iowa State University, Ames
1966—State College of Iowa, Cedar Falls
1967—Drake University, Des Moines
1968—University of Iowa, Iowa City

The staff of the Summer Seminar will include instructors from other cooperating colleges and high schools as well as from the college at which the Seminar is offered that year. The Seminar will enroll no more than forty high school teachers. During 1965, teachers will be admitted only from high schools definitely offering Advanced Standing courses during 1965-1966. In subsequent summers, however, other teachers will also be considered for admission if the enrollment permits.

Funds are being sought to help Advanced Standing teachers finance their participation in the Summer Seminar. If these funds are obtained, each participant will receive (1) a waiver of tuition, (2) $75 per week for subsistence, and (3) $15 per week for each dependent. It should be clear that the funds are being sought only for teachers who will instruct Advanced Standing classes. It should be known by the end of February whether or not these funds have been obtained for the summer of 1965.

6. *What sort of follow-up to the Summer Seminar will be provided for Advanced Standing teachers?*

To help teachers meet problems not fully anticipated at the Summer Seminar and to provide the Advanced Standing Program with information helpful in maintaining the effectiveness of future Summer Seminars, the Program plans to follow each Seminar with several cooperative activities.

a. Especially during the winter season, at least one college representative of the Program will visit each participating high school at least once to confer with Advanced Standing teachers and representatives of the high school administration about local applications and problems of the Program.

b. Each spring, a one-day conference will be held at a central location to bring together Advanced Standing teachers, high school curriculum consultants and administrators, and college representatives. The conference will consider administrative problems, high school-college relationships, and the insights and standards established at the preceding Summer Seminar.

c. Advanced Standing teachers will be encouraged to repeat an assignment occasionally and to save the resultant student papers. This practice will permit Advanced Standing teachers to compare the writing of their students before and after instruction. These papers will also be used for discussion in the one-day conference (See 6b above) and in future Summer Seminars to indicate what may be expected from Advanced Standing students.

SAMPLE COMPOSITION ASSIGNMENTS AND RHETORICAL EXERCISES: RESOURCE MATERIAL FOR THE ADVANCED STANDING PROGRAM IN ENGLISH

The composition assignments and rhetorical exercises described here are samples of the kind of work which an Advanced Standing teacher should find useful in teaching his students how to write well. The samples are keyed to headings in the outline of "Elements of Thought for Writing, Reading, and Speaking," not arranged in an order in which they should be presented to students. Samples are not included for each subheading of the outline, for it is anticipated that more and better samples will be devised at the Summer Seminar for Advanced Standing teachers. With this anticipation, the samples have not been edited carefully.

The intent was to include here "discovery" assignments and exercises in which the students learn something about their thinking and writing as they work. For the discovery to occur, the Advanced Standing teacher will need to explain the purpose of an assignment as he explains how to do it and often have his students analyze, before they write, some sample compositions written to fulfill the assignment. Often the sample compositions will have been written by the teacher himself, some of them written at the Summer Seminar. To clinch the discovery, the teacher usually will have his students analyze, soon afterward, dittoed or projected copies of some of the better compositions they have submitted. Through such procedures, the teacher can insure that his students become articulate about the elements of composition and hence learn how to meet more mature and varied writing problems when the students are no longer receiving instruction.

I. Background

B. Purpose: To show that a writer's knowledge and interests affect the nature of his writing, that a writer should write about matters which he knows intimately at first-hand or has studied considerably at second-hand.

Have the students each write a paragraph on a limited aspect of some one assigned topic on which their knowledge and interest varies widely even though all know at least something about it. Then select a number of papers illustrating the range of specifcity and point of view and exhibit them to the class with an overhead projector, eliciting from the students comments about the specificity and point of view of the writers. If the students are assigned the subject "Football," for example, one might anticipate a football player to write an interestingly specific paper if he writes from his point of view as a player, or a mere female spectator to do as well if, knowing little about football, she confines herself to comments on, say, the activities of other spectators who are not paying much attention to the game.

B. Purpose: To see how the development of ideas with meaningful, interesting detail is facilitated by (1) focusing on a limited, familiar area of the writer's or speaker's experience, (2) analyzing the area into related but different aspects, and (3) using specific details and instances to make each aspect clear.

Probably this lesson should come after lessons on limitation of ideas and in organizing, thus reviewing those notions while introducing new practice in the development of ideas. This lesson could well be followed with one making more specific suggestions for achieving specificity through choice of words and details.

Although it may be best to use as examples two paragraphs which two students have written for a previous assignment, set paragraphs are used here for illustration. The two paragraphs should be made into transparencies for use with the overhead projector, enabling the instructor to underline certain sentences as they are highlighted in student discussion. (Though sentences are underlined below, they should not be in the dittoed or projected paragraphs until the students pick them out.)

PAR. 1

War is a topic that is forced on our thinking constantly. It is a topic that most of us would prefer to forget but in these days that happy solution to the problem is impossible. War arises from a number of causes, some good and some bad. Some nations covet territory and riches other nations have, and so incite a war of aggression. Those nations attacked have no choice but to defend themselves. War brings untold hardship and suffering. Men are maimed and killed. Unfortunately the innocent must suffer, too. Women and children lose their homes, grow hungry, and often die in bombing raides from which there is no escape. Future wars promise to be even more horrible. Atomic bombs and hydrogen bombs have the potentiality of destroying our civilization as we know it. No, war is nothing like we contemplate, but it is a subject we must contemplate in days like these.

PAR. 2

Although one of the smaller pieces of artillery, the 4.2 mortar has many advantages in battle. This mortar is so light that the mortar team can continually shift position and hence achieve a mazimum amount of safety for themselves. It is small enough, moreover, to be set up almost anywhere, on a mountainside or in a farmer's carrot patch. Because the angle of fire is high, it can drop shells on hidden targets within its range and can do this in such a manner that the fragments explode in all directions along the ground. What is more, it can be fired rapidly and with almost incredible accuracy. On the whole, mortar shells are safer to handle than shells for other guns. This is especially true of the phosphorus shells used as part of harassing fire, for smoke screens, and to "zero in" the mortar. Finally, the mortar fire has the advantage of surprise, for the enemy is not warned by any sound from the "incoming mail."

Questions to pose to the students:

1. Is one of these paragraphs more informative than the other? Which? Why?

2. Although the first paragraph sticks to the topic "War," some sentences bring up a new aspect of the topic and others continue the discussion of the preceding sentence. Read the paragraph through with me and tell me as we come to each sentence whether it brings up a new aspect or continues the discussion of the preceding sentence. If you tell me it brings up a new aspect, I'll underline the sentence.

3. Now let's do the same things with the second paragraph.

4. In the second paragraph, is there one underlined clause or sentence which all the other underlined sentences explain? (When the students select the second clause in the first sentence in that paragraph, note that the predicate of that clause makes a statement about the subject, and that each other subtopic sentence sticks to that statement by enumerating a new advantage.)

5. Now, can we do the same thing as in Question 4 with the first paragraph? That is, does the fact that war has a number of causes mean that it is "forced on our thinking constantly"? If we discard that "causes" sentence and the two following sentences, does the paragraph then have good unity? (Yes.) Is it well limited? (No.) Does it make good use of specific details and instances? (No.) Why not? (The paragraph is not limited enough; it forces the writer to be too general.) Can you guess why the paragraph is so broad? (It looks as though the writer did not know enough about war to do anything but reel off a few trite generalizations, but we can't be sure.) On the other hand, does it seem as though the writer of the second paragraph knows much about war? (We can't be sure, but it seems to have been written by an experienced soldier.) Do you suppose that the writer of the second paragraph thought his subject an exciting, original one? (Not for him; he seems to know it so well, he probably thought it was old stuff.)

Assignment to be completed in class:

Think of something which you know about almost as well as the writer of the second paragraph seems to know about the 4.2 mortar. Then write a sentence--a topic sentence--like "The 4.2 mortar has many advantages in battle," a sentence which you can expand into a paragraph. Then write several subtopic sentences, each of which carries forward the idea in the predicate of the topic sentence. As soon as you have your outline completed, have me check it. Then write a paragraph from it, making sure that you add several sentences of specific details or instances for each subtopic sentence. Ask me to help if at any point you feel stuck. Here is a sample outline which I'll leave on the screen as you work. Notice that the subject does not have to be about some highly unusual or violent subject; it's best to write on something which you know so well that you think it's rather commonplace--for you.

Topic Sentence: Mr. Finney is a high school English teacher who has poor discipline.

I. He frequently permits practical jokers to disrupt his class.
II. He does not insist that work be handed in on time.
III. He allows students to talk while he lectures.

C. Purpose: To clarify the fact that different audiences have different interests.

Choose five major headlines from the front page of today's newspaper. List them in their probable order of interest to each of the following persons. Note that you must include all five items in each list.

President Johnson
Your father
A school janitor
Your mayor
Your English teacher
Your social studies teacher
A good school friend
Your grandmother

C. Purpose: To learn to adjust writing to differing audiences.

You object to some regulation which the school has made. Write (1) a letter to inform your friend in another town of the regulation and your reaction to it and (2) a letter to the individual or group responsible for the regulation, identifying the regulation and expressing the same objections as were included in the letter to your friend.

II. Purpose

A. Purpose: To see that almost any subject can be broken into limited subjects, and these into still more limited subjects.

Take a subject you know a good deal about. Use the subject (sports, physics, 4-H, etc.) as a heading. List underneath that term all of the relevant things which come to your mind, just as they come to your mind, until you have at least twenty items. Then take the third item on the list, set it up as a heading, and repeat the process. Now take the third item on the second list and start again. After you have completed the twenty items on the third list, select the third item, write the thesis (central idea) for a theme or topic sentence for a paragraph on that subject, and develop the thesis or topic sentence into a theme or paragraph.

A. Purpose: To understand in some detail the difference between a thesis and a proposition, between exposition and argument.

Write a two-part theme in the first part of which you explain what is involved in a situation and in the second part of which you argue that a particular change be made in the situation. For example, you might write the paper on "My Curfew," explaining in the first part why your parents insist that you be home by a certain hour at night and arguing in the second part that this hour should be changed. Be sure that you sum up the first part with a topic sentence corresponding to a thesis (for example, "My parents insist that I be home after a date by midnight because they think I will do something foolish") and that you begin the second part with a topic sentence corresponding to a proposition (for example, "I am responsible enough to stay out until one or two o'clock"). Be sure that the two parts are related ("foolish"--"responsible") and that you develop each part with details which bear out the topic sentence.

A. Purpose: To learn how to engage the interest of the reader and make clear the thesis or intention of the writer in the introduction of a theme.

Write three introductory paragraphs, each one of a different type. Label each paragraph, using one of the labels employed in the section of your textbook which describes different types of introductions. If you can, make all three introductions for the same theme.

B. Purpose: To learn how to emphasize a main idea through restatement.

Write a paragraph of from 120-200 words in which you reinforce in your classmates' minds some idea which is familiar to them but which they may tend to take for granted. In order to emphasize this idea, state it in the first or second sentence of the paragraph, develop the body of the paragraph in detail, and then conclude the paragraph with a sentence which restates the main idea, probably in somewhat stronger terms than at the beginning. Submit your rough draft with the final copy. Here is an example of beginning and concluding topic sentences:

> I was walking by the First National Bank parking lot yesterday when I noticed the plaque which states that a stage coach road used to pass there. It was then that I was reminded how difficult it once was for students to travel between home and school in bad weather....It used to be a major undertaking for a student to get back and forth between home and school in snow and rain.

B. Purpose: To learn how to lay a foundation for belief before attempting to elicit belief.

Write a theme which introduces your classmates to some idea which they may not have thought of before or which they may have rejected. Since they may not understand the idea or may be prejudiced against it if you reveal the idea at the beginning of the theme, hold the thesis or proposition until the end, building up their interest or sympathy for it through the topics and details which you present during the paper. Try to plan the theme so that the readers gradually become aware of the main idea, not taking them completely by surprise at the last sentence.

Here are some examples of theses and propositions:

The library affords a wide variety of current reading to stimulate the interests of mature young people.

Biology has opned my eyes to things I never had thought of before.

The legitimate theater has an "atmosphere" which enhances the quality of the plays it presents.

The children of unwed mothers deserve human consideration.

III. Material

A. Purpose: To form a general conclusion based on direct observation.

Note that the following writing problem can be applied to a number of subjects from the quite simple one here suggested to the more sophisticated. Examples of a more sophisticated application would be the making of a critical judgment based on the viewing of a series of TV shows, the reading of a number of poems by one writer, or the reading of a number of similar pieces of literature.

Go to a supermarket and observe the display of some kind of item (for example, fresh begetables, dog food, cereal, detergents). Be sure to take careful and accurate notes on what you observe. You may feel a little silly standing in the aisle jotting down notes, but if you wait until you get home you will not remember enough details--nor will what you do remember be sufficiently accurate. Your problem is to write a theme in which you present your observations and come to some general conclusions about what you have observed. Your conclusion in this instance may be placed at the beginning of the paper or at the end. In either case you will have presented a general statement supported by detailed observation. Note that the supporting details comprise the bulk of the paper and provide the reader interest. This general procedure will fit many kinds of expository writing.

A. Purpose: To see the value of checking what one hears against other sources of information.

Write a paper showing how, when you first met someone, you formed a stereotyped impression of him, but how, after you got to know him well, you realized that he was a unique individual who did not entirely fit the stereotype. Use details liberally to show the nature of the stereotype and, later, the characteristics of the unique individual. The stereotype may be favorable or unfavorable. Be sure that the person described is an actual individual, not merely an idealized person. (Be careful to include the final "d" on stereotyped and prejudiced when they are modifiers rather than nouns.)

Example: Contrast the Northerner's stereotype of a white Southerner to an actual white Southerner you know well.

References:

Hayakawa, S. I. LANGUAGE IN THOUGHT AND ACTION. New York: Harcourt, Brace and Company, 1949. Chaps. 11-13.

Lippmann, Walter. "Stereotypes," in THOUGHT AND STATEMENT, ed. William G. Leary and James S. Smith. New York: Harcourt, Brace and Company, 1955. Pp. 184-191.

A. Purpose: To achieve concreteness and objectivity in reporting.

Write a 400-500 word theme reporting an occurrence or describing a scene. You should have just recently observed the occurrence or scene. Note that either a chronological or spatial organization will be appropriate.

Rather than present the following instructions to the students in lecture, it would probably be better to have them induce them from contrasting, for concreteness and objectivity, several reports varying in these matters. The instructions are given here anyway to clarify the purpose of the assignment.

In writing and editing your theme, adhere as strictly as possible to report language without distorting the truth. Observe these precautions precisely, for this is a difficult assignment:

1. The report must be of a particular occurrence or scene, for example, an automobile accident or a particular classroom. It must not be a description of a general process (like a recipe for making a cake) or a typical scene (a typical classroom), but it can be a report of how a process worked on a particular occasion (how you actaully did make a cake once) or an example of a typical scene (Room 203 during English class yesterday).

2. The report must be written in the past tense. It should not use the future tense or otherwise be a prediction. Beware of making statements like "He certainly can tackle" or "Every day she meets me after class."

3. The statements in the report must be verifiable. Avoid "mind-reading" statements like "He was trying to cheat me" or "She grimaced in pain."

4. The report must exclude judgments and inferences like "The car was the worst wreck I've ever seen" or "He steered the car right into me." Show it to the reader; do not interpret it for him.

5. The report must use concrete words the denotations of which are unambiguous and define abstract words about which there could be variety of interpretation.

References:

Beardsley, Monroe C. THINKING STRAIGHT. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1956. Pp. 274-282.

Graves, Harold F., and Bernard S. Oldsey. FROM FACT TO JUDGMENT. New York: Macmillan Company, 1957. Chap. 2.

Hayakawa, S. I. LANGUAGE IN THOUGHT AND ACTION. New York: Harcourt, Brace and Company, 1949. Chap. 3.

A. Purpose: To demonstrate how a report can be slanted by selection of evidence.

Write a 400-500 word theme reporting an occurrence or object which you have observed within the past few days or which is otherwise very familiar to you through your own direct experience. Although you should not reveal a thesis in your report and you should follow precisely the instructions given in the assignment above, establish a purpose which reflects a judgment or attitude and select those details for inclusion in your report which will help fulfill that purpose.

Example: In a theme reporting the behavior of the students at a particular meeting of a class, you could select only those details which show students dozing, doodling, and daydreaming, avoiding any examples of students listening carefully, taking notes, or asking intelligent questions of the teacher. (Note: Writing an equally accurate report, another student might focus only on studious behavior in the same class.)

A. Purpose: To use library source material responsibly in the writing of a theme, the organization of which is independent of the sources used.

This assignment should be undertaken after you have studied the responsible use of source material and the teacher has explained what plagiarism is. In preparing this assignment, use one of the editions of the BRITANNICA or the AMERICANA which are in the school library, enabling your teacher to check the accuracy of your work.

1. Read the instructions for using the index volume, given at the beginning of that volume.

2. Turn in the index itself to the page on which your name would appear if the encyclopedia had an article about you. Find a subject on that page (or on an adjoining page, if necessary) about which you already have some knowledge or experience. Pick a subject broad enough to have a main article (in bold-faced capital letters) and also secondary articles--references to the subject in other articles (in light-faced type under the bold-faced subject heading).

3. Without yet taking notes, read not only the main article but the pertinent parts of the secondary articles. Ask yourself what you can write on--in 300 to 500 words--pertaining to what you have learned. Seek some personal reaction or idea of your own for a main idea; do not plan merely to present a digest of what you have read. When you have finished reading the material and have decided what the purpose of your theme will be, write a sentence outline of your theme--a sentence for your main idea and sentences which will be topic sentences for each paragraph in the body of your theme. Be sure to plan your theme so that it draws from one of the secondary articles as well as the main article. (Your teacher will check your outline before you actually write the theme.)

4. When you write the theme, include in it examples of each of these means of handling source material: direct quotation, paraphrase, and ideas or facts. Footnote each of these passages properly as shown below. You need not include a bibliography for this paper.

If an article has no name or initials at the end, treat it like an unsigned article as follows:

1 "Edward Braddock," Encylopaedia Britannica, III (1956), 1003.

(The III is the number of the volume in which the article appears. The date is the most recent copyright date given on the reverse side of the title page of the edition you are using.) If an article has initials at the end, find the name of the author by consulting the first volume and include the name in the footnote as follows:

[2] Allan Nevins, "George Washington--An Aide to Braddock," Encylopaedia Britannica, XXIII (1956), 382.

(Note that the subtitle of the particular part of the Washington article is given after the dash, since that is the only section referred to here. Note also that only the number of the page actually used at this particular place in the theme is given, not a reference to all eight pages of the Washington article.)

B. Purpose: To sharpen the ability to select specific details to support a generalization.

Select a short story which seemed to be very meaningful to you at the time that you read it. Describe the nature of your response to the story. Mention particular aspects of the situation or of the story itself which brought out this response.

B. Purpose: To sharpen the ability to select specific details to support a generalization.

Make an assertion about the short story (or novel, play, or essay) as a literary form. For example, one might assert that the short story is focused on a single major character. Using a group of short stories that the class has read, collect evidence from the stories to support the assertion. The assertion may be supported, modified, or disputed on the basis of evidence collected from the specified group of selections.

B. Purpose: To see how the purpose of one's writing affects his selection of material.

1. Write a chronological account of some incident of which you were a part or which you observed first hand. Choose some incident which is fairly typical. (For example, describe the difficulty you had doing a laboratory experiment.)

2. Using the same subject as in the preceding problem, write another theme in which you present instructions for carrying out the process.

3- Using the same subject again, evaluate the worthiness of the process. (For example, describe a certain kind of laboratory experiment as it is typically carried out and discuss whether or not it is worth doing..

C. Purpose: To define in specific detail the precise meaning of an abstract term.

The student has read de Maupassant's "The Piece of String." Ask him to decide which adjective--tragic, ironic, pathetic--best applies to the story. Tell the student that he will be responsible for knowing what the above terms mean. He is to carefully reread the story and analyze it to see how the effect has been created. Then he is to write a paragraph in which he states his choice of adjective, defines his choice, and presents evidence to substantiate his choice. This technique can be applied to other readings, including non-literary selections. Examples: Is Holden Caulfield pathetic, tragic, comic? Is Antigone stubborn, noble, courageous? Is Secretary of State Dean Rusk modest, humble, shy, or seclusive?

C. Purpose: To clarify the relationships between the essentials of two situations.

Select a fictional situation in a short story, novel, or play which closely resembles in some way a personal experience or attitude of your own. First, explain the essentials of the fictional situation; next, explain the essentials of your own experience; and then show in what respects the one situation is like the other. Assignment may be slanted to emphasize narration or exposition, but it would probably be better to let the writer use whatever emphasis was most natural to him in the performance of the assignment. Assignment might also be reduced to a two-step requirement with the writer making the similarity clear in the way he handled the account of the personal experience.

C. Purpose: To show how the meaning of an abstract word tends to vary with the experience of the person using the word.

Write a 300-500 word paper defining an abstract concept like "wealth" or "Justice." In the introduction, raise the question of what the term means. In preparation for writing the body of the paper, list 25 or 30 concrete things or actions that the term suggests to you. Then imagine that you are a person with markedly different experiences and make a second list of the 25 or 30 concrete things or actions he might list. You may wish to construct a third list for a still different person. Using the ideas you have listed, develop paragraphs presenting the meanings of the term for each of you. In your conclusion, draw together the points of similarity in the different definitions, ending with an abstract definition which is meaningful to both or all three of you.

References:

Beardsley, Monroe C. THINKING STRAIGHT. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1956. Chap. 5.

Graves, Harold F., and Bernard S. Oldsey. FROM FACT TO JUDGMENT. New York: Macmillan Company, 1957. Chap. 3.

Walpole, Hugh R. SEMANTICS. New York: W. W. Norton and Company, 1941. Chap. 6.

IV. Structure

A. Purpose: To organize a collection of impressions into a unified paper.

(The following writing problem may be applied to a wide range of subjects of very different kinds, not necessarily literature-based.) Write an analysis of a character in a story, play or real life, following these steps:

1. List the character traits which occur to you at once, continuing to jot them down as long as they flow freely from your pen.

2. Go back over your list and mark those which on further consideration you feel are still valid. Discard the rest.

3. Reread the story or play, with your list in mind, adding to the list or crossing out as the rereading may suggest. Most important, note

specific details in the story which can be used as evidence to support items on the list of character traits.

4. Organize the items under several topic sentences, being sure you have sufficient specific details to support each one, and arrive at an over-all generalization about the character--a thesis which each of the topic sentences supports.

5. Omit any items which seem irrelevant; combine any which seem to overlap.

6. Write a paper, following the outline you have developed in 1-5.

A. Purpose: To develop a realization that the major parts of a piece of writing often have a parallel relationship to its main idea.

In preparation for this assignment, show the students (using sample sentences on transparencies for the overhead projector) that a sentence with a colon may be used to state the topic sentence and reveal the organization of a paragraph (or the thesis and several topic sentences of an entire theme). Show them that a good sentence with a colon uses an independent clause ending with a term just before the colon which summarizes the nature of the series following the colon.

To open a real estate office, one needs few pieces of equipment: a card file, a map of the city, a typewriter, and a comfortable pair of shoes.

If a person wished to find different species of birds, he must look in different kinds of places: in fields, in woods, in swamps, and along the banks of rivers.

Internal combustion engines efficiently perform different kinds of jobs, depending upon the fuel used: gas, diesel oil, or gasoline.

Much of my education I derived from my family: my sister taught me how to dance; my father showed me how to play bridge; and my mother opened my eyes to the groping search of the common man for a fuller life.

Point out to students that the series following the colon may consist of single terms, phrases, or clauses, but not a mixture of these; that the items should be parallel in grammatical structure and in degree of abstraction; and that ordinarily the items should not overlap each other very much in meaning. Have the students see that sometimes the summarizing term and colon ("few pieces of equipment:") can be omitted without essentially changing the structure or meaning of the rest of the sentence, that at other times (Try omitting "the fuel used:") certain compensatory changes must be made ("whether gas, diesel oil, or gasoline is used"), and at still other times (the last sentence) a major overhaul may be necessary if any change is made in the opening independent clause. Show the students that in some rather wooden sentences, the summarizing term and colon are deadwood which can well be omitted (for example, "Last year I read a number of books: Tom Jones, Huckleberry Finn, and Catcher in the Rye.").

Then advise the students that you want them to come to class the next day with a sentence, similar to one of those above, which will constitute the topic sentence of a topically organized paragraph of 120-200 words which

the will write in class. Remind them that the sentence must be limited enough in scope to treat in detail in that limited space.

Remind them also to select subjects of interest to the other students inasmuch as you will be projecting transparencies of some of the papers.

When the students begin writing the next day, move rapidly from desk to desk at first, making sure that each student is beginning with a good sentence.

A. Purpose: To arrange the smaller steps of a process into meaningful larger units which all convey a unified impression of the process.

Write a paragraph of 120-200 words dealing with some process with which you are familiar but with which most of your classmates are not. Follow these three steps:

1. After having formulated a topic sentence which is limited, single, and precise, construct three or four subtopic sentences which carry the idea of the topic sentence forward in chronological steps, as the idea of "exasperating" is carried into each of the subtopic sentences in the example below. Have your instructor check your outline before you proceed to the writing of the paragraph.

Topic sentence: Preparing my old roof for reshingling was an exasperating experience.

I. Many of the old shingle nails were so rusted that they broke off or pulled the boards apart when I tried to pound them down or extract them.

II. Many of the old roof boards were so cracked or knotted that I had to replace them.

III. The roof was so hot and splintery that I was badly sunburned and scratched before I had the roof ready for the new shingles.

2. Write the paragraph in rough form, developing each of the subtopic sentences with about three sentences which explain the subtopic in detail. This means that the paragraph will consist of twelve or more sentences, including the topic sentence and subtopic sentences.

3. Edit the sentence structure and mechanics of the rough draft, reading the draft aloud to make sure that the sentences sound complete and smooth. Then copy the corrected rough draft neatly with pen or typewriter on 8 1/2" by 11" paper and proofread the finished results to make sure that no careless errors crept in during the copying. Finally, underline the topic sentence with two lines and each of the subtopic sentences with one line. Submit the rough draft along with the final copy.

A. Purpose: To learn how to use carefully selected criteria of evaluation in writing a responsible judgment.

Have the students read from such sources as the following in order to take notes on what constitutes a good news article, from the viewpoint

of a citizen reader more than from the viewpoint of a hack journalist.

Bagdikian, Ben H. "The News Managers," SATURDAY EVENING POST, CCXXXVI (April 20, 1963), 17-19.

Bird, George L., and Frederic E. Merwin, editors. THE PRESS AND SOCIETY. New York: Prentice-Hall, 1951. Part Two.

Davis, Elmer. "News and the Whole Truth," THE ATLANTIC MONTHLY, CXC (August, 1952), 32-38. Reprinted in Mr. Davis' BUT WE WERE BORN FREE (Indianapolis: Bobbs-Merrill, 1954).

Gerber, John, editor. THE WRITER'S RESOURCE BOOK (revised edition). Chicago: Scott, Foresman and Co., 1957. Pp. 314-345.

Leary, William G., and James S. Smith, editors. THINK BEFORE YOU WRITE. New York: Harcourt, Brace and Co., 1951. Pp. 87-109, 420-456.

Leary, William G., and James S. Smith, editors. THOUGHT AND STATEMENT. New York: Harcourt, Brace and Co., 1955. Pp. 388-416.

Matthews, T. S. "What Makes News," ATLANTIC, CC(December, 1957), 80-84. Also in FACTUAL PROSE, fifth edition, edited by Walter Blair and John Gerber. Chicago: Scott, Foresman and Co., 1963. Pp. 364-370.

Nine Nieman Fellows. "If We Could Start a Newspaper," in LANGUAGE...MAN...SOCIETY, edited by Harold E. Briggs. New York: Rinehart and Co., 1949. Pp. 439-448.

O'Hara, Robert C. MEDIA FOR THE MILLIONS. New York: Random House, 1961. Chaps. 13-15.

Seltzer, Louis B. "What's Happening to Our Newspapers?" SATURDAY REVIEW OF LITERATURE, April 28, 1956, pp. 7-8, 30-32.

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Later, in class, have the students pool their findings and make a sort of master list of half a dozen or more criteria. Using dittoed or projected copies, have the students contrast at that time an example of a good news article you have selected to an example of a bad one, considering a number of the criteria one at a time. Show the students that a written contrast (or comparison) may be paragraphed either according to criteria or to the two articles contrasted. Have them speculate on what considerations might lead them to use one of these arrangements instead of the other.

Then assign a theme in which each student writes a similar contrast. Have each select what he considers a good news article and a bad news article (preferably on the same general subject and at least a half column in length), clip them from newspapers from which they have permission to do this, and mount them neatly on theme-size paper with a proper footnote under each. Then have the student gain more information on the content of the articles by reading or interview. Finally, have them write the theme indicating which article is superior, making clear their criteria of evaluation and footnoting any quotations, paraphrases, and facts and ideas which they have drawn from printed or oral sources.

Steinberg, Charles S. THE MASS COMMUNICATORS. New York: Harper and Bros., 1958. Chap. 11.

A. Purpose: To develop a reasoned argument which is based on issues rather than merely on self-centered reasons.

Select a subject on which you and a friend disagree. Discuss the subject at some length with him to discover his answers to these questions:

1. How would he sum up his opinion in a declarative sentence--a proposition? (Example: "The United States should adopt a national health plan." Note that he probably would not use the term "socialized medicine," which might prejudice a reader or listener against his view.)

2. What are the major reasons he gives for his view? (Example: The general level of health in the United States is unsatisfactory. The treatment of prolonged illnesses now costs more than average people can afford, even if they have health insurance. Treatment by specialists in a clinic is more efficient than treatment by a family doctor. British doctors and patients generally have come to accept their national health plan.)

Making sure you present his opinion in clear and narrow focus (even though your friend has not), write a 400-500 word theme in which you show that his opinion is wrong because his major reasons are fallacious. Use such evidence as you can to refute his reasons, such evidence as facts, statistics, your own personal experiences, and the opinions of competent authorities. (Footnote the sources of your evidence when it does not stem from your own personal experience.)

Be sure that each paragraph in the body of your theme is a refutation of one of his major reasons. If you accept some of his major reasons as valid, acknowledge them briefly in your introduction and deal in the body of your theme only with those you do not accept--the issues between the two of you. (If, after discussing your friend's opinion and reasons with him, you agree with him more than you disagree, either choose another subject and begin all over again, or restrict your theme to some aspect of your friend's opinion with which you still disagree. Example: Instead of writing on "The United States should not adopt a national health plan," write on "The United States should adopt a limited national health plan to insure that its citizens will get the kinds of medical treatment not now covered by Blue Cross and Blue Shield health insurance.")

(Note: A similar assignment may depart from a letter-to-editor.)

A. Purpose: To plan and write in somewhat greater detail than usual an inductively organized argument on an aspect of a controversy.

In most of your previous writing, you have used a deductive approach. That is, you began with your mind made up (a generalization) and then found the details to substantiate that view.

In this assignment, you are asked to proceed with an inductive approach. That is, you are asked to examine the details of some controversial question and then make up your mind. Construct an outline before you write, but a different type of outline than you have been using--one based on questions rather than statements. This is natural, of course, when you start your thinking with a question rather than an answer. And in order to do that, you must choose a topic about which you have not made up your mind and then do some reading or other investigating before you write your paper--one approaching 600 words in length. Be sure that you do not undertake too

broad a question to explore respectably in a theme of this length; you are not being asked to write a full-length research paper. Even so, your instructor will give you several days to complete this assignment.

Here is what your outline may be like:

Unsettled question: Has the efficiency of English medical practice been reduced under the national health plan?

I. What evidence and reasoning is offered by those who think efficiency has been reduced?

A. The opponents of "socialized medicine" say that seeing patients who are not really ill takes more of a doctor's time under a national health plan than under the private system.

B. They say that filling out government forms for each patient's illness reduces further the amount of time a doctor can devote to his patients.

C. They say that administering the program necessitates employing a host of personnel not needed under the private system.

II. What evidence and reasoning is offered by those who think efficiency has not been reduced?

A. The supporters of a national health plan say that in the time that he used to devote to wealthy hypochondriacs a doctor now can treat genuinely ill people who formerly could not afford treatment.

B. They say that a doctor's secretary can fill out the government form required for each patient's illness in almost the same time as and at less expense than she used to take in billing each patient for his fee.

C. They say that although many personnel are now on the government payroll who formerly would have been on the payrolls of private health insurance companies, there is no indication that there are more people involved now in the administrative functions.

III. What conclusion do I draw from this investigation?

As you write your paper, remember that you are following a different organization than you have been taught previously. Do not state your thesis or proposition in the introduction, and do not begin each paragraph with a topic statement; instead, keep the questions before the reader, reserving your conclusion until the final paragraph, perhaps to the last few sentences of the conclusion. The purpose of following this type of organization, of course, is to help you keep from making up your own mind until you have seen the facts from several viewpoints.

B. Purpose: To emphasize an idea by subordinating to it a less important idea and by building up to the more important idea.

Develop a two-paragraph theme from a "concession sentence." That is, write a two-paragraph theme of 200-400 words which concedes an idea in the topic sentence of the first paragraph and then proceeds to present a differing or somewhat opposing idea in the second paragraph. In other words, concede a point to the readers in the first paragraph so that you are more apt to gain their acceptance of the idea in the second paragraph, an idea more important to you. Develop each paragraph in an orderly manner. For the first sentence of the second paragraph, use the topic sentence of the first paragraph as an introductory subordinate clause, the topic sentence of the second paragraph as the main clause. Here are two examples of what the first sentence of each paragraph may be like.

Example A: TS #1. A person who works his way through school learns many valuable lessons.

TS #2. Although a person who earns his way through school develops some valuable personal characteristics, he tends to slight the very goal which motivated him to come to school--a liberal education.

Example B. TS #1. It is a good idea for most of the citizens in a democracy to vote.

IS #2. Although theoretically it is good when most of the citizens in a democracy vote, practically it is rather silly when many of them vote for reasons which have little to do with the significant qualifications of their preferred candidates.

D. Purpose: To see how subtopic sentences and transitional devices may be used to develop clearer writing.

Have the students compare and contrast the four answers to the following essay examination question and determine which characteristics make the fourth answer distinctly superior. Be sure they see not only that the reader's task is made easier by the transitional devices (rather mechanical here, but clear), but also that the writer has guided his own composition on the right path by repeating the key words from the question in his topic sentence. --After the students have gotten the point, give them six or seven essay questions over what they have been studying and tell them you will select two of them in class tomorrow for them to answer in writing at that time.

Question: Explain the major advantages held by the North on the eve of the Civil War.

Answer #1

Good resources like money, etc. Manufacturing and commerce were centered in Northern cities instead of south. This gave north quite an advantage. (It seems to me that this question is unfair since the material was never covered in class.)

Answer #2

The North possessed the following advantages:

1. It had a larger population on which to draw (22,000,000 as against 9,000,000).
2. It held a commercial and financial advantages (foreign commerce and banking capital).
3. It had almost a complete monopoly on production of war materials. (iron, steel, etc.).

Answer #3

To the student of American history nothing is more interesting than our own Civil War, or--as the Southerners like to call it--the War between the States. This was a war that had been brewing for a long while, all the way back to the Missouri Compromise, or, if one wanted to be really precise, all the way back to 1619 when the first slave was imported into Virginia. This is a long time. In spite of the attempts of many honest people to resolve the differences, war came, and with it great change. The Four Horsemen (death, famine, etc.) really rode rough-shod. On the eve of this war both sides held certain advantages, but we are particularly interested in the advantages of the North. The North was a more populous area. The result was that many people lived in the North, and thus the North had a greater population upon which to draw. Besides this, it had almost all the steel and iron mills in the country in cities like Pittsburgh, etc. This meant that the North could have the "mostest" even if it didn't get there "fustest." (Indeed, the South during the early years got there "fustest." The advantages of the South were not to be despised.) (229 words)

Answer #4

On the eve of the Civil War the North held at least three major advantages. In the first place, it had a larger population to draw on for army service. In 1860 there were roughly 22,000,000 in the North whereas there were only 9,000,000 in the South. The difference was even greater than these figures would indicate because more than one-third of the South's nine million were slaves and were thus not especially fitted for army service. In the second place, the North held certain important commerical and financial advantages. For example, it controlled most of the foreign commerce, since trade had centered in ports north of the Potomac River. Even foreign goods destined for the South had poured through Northern warehouses. Finally, the North had an almost complete monopoly on the production of war materials. Not only were almost all the iron, steel, textile and munition factories in Northern possession, but almost all of the technicians and skilled laborers were also there. (164 words)

D. Purpose: To develop flexibility and precision in clarifying coherence between sentences and transitions from one paragraph to another.

Using an overhead projector, show the students a well-written theme or short magazine article from which you have removed all the devices to show coherence and transition and in which you have replaced all the pronouns with the nouns for which they stood. Then, through class discussion, consider in which situations some change is necessary, in which a change may be preferable, and in which no change should be made. Be sure the students see that their earlier decisions about coherence affect their later decisions, that, to a degree, "context selects forms."

V. Style

A. Purpose: To understand something of the variety in sentence length and the explanation of the variety.

Select from a newspaper a front page news story, an editorial, a sports story, and a gossip column. Use only the first six inches of the first column of each article, excluding dialogue and tabular material. Count the number of words in each sentence, and make a table showing for each article the length of the shortest sentence, the length of the longest sentence, and the average length of all the sentences. Then write a paragraph attempting to explain the differences between any two of the articles, considering to what extent the subjects, prospective readers, and purposes of the writers may have affected the length (and complexity) of the sentences. --The same type of assignment may be done with articles from such diverse periodicals as Harper's Reader's Digest, Time, and True Confessions. --Whichever of the above alternative assignments is undertaken, the student would do well to include in his analysis one of his previous compositions.

A. Purpose: To develop more versatility in manipulating sentence style.

Select a theme which you wrote previously this year, a theme containing sentences with which you are not very satisfied. "De-style" the theme by rewriting it entirely in simple sentences. Then "re-style" it by deliberately confining the sentences into longer sentences of various types. As you combine a sentence with others, you may convert it into a subordinate introductory clause, an item in a series of parallel phrases or clauses, a modifying phrase, or a non-restrictive phrase or clause. Deliberately experiment with these different forms, and begin some sentences and clauses with elements which came later than the beginning in your original and de-styled versions. But try to produce a smooth, coherent paper, not a tricky monstrosity.

A. Purpose: To explore the usefulness of parallelism in achieving conciseness and emphasis.

Write pairs of simple sentences (declarative, exclamatory, interrogative, imperative) about pairs of objects in the same class (cars, boys, sports, nations, specific persons or places):

Dogs are friendly.
Cats are hostile.

Yellowstone Park overwhelms the vistor.
Grandview Park contains a golf course.

Now make one sentence of each pair by prefacing it with a subject and verb which permit putting the pair together:

I find dogs friendly, cats hostile.
One goes to Yellowstone Park to be overwhelmed, to Grandview Park to play golf.

Discuss the change in meaning and, especially, in tone.

A & B. Purpose: To clarify further what is involved in style.

You, not the students, should choose in a literature anthology or other source available to the entire class two prose selections which differ markedly in style. Assign the close study of the selections and have the students write a comparison of the styles of the two articles, referring to and quoting briefly from them in illustration. Remind the students of the importance of having a clear thesis for the paper and of organizing the body of the paper topically according to such stylistic differences as level of vocabulary, complexity of sentence structure, and density of details. Other considerations could be degree of emotionality or frequency of reference to human beings, possibly relating these to such syntactical features as use of the passive voice or personal pronouns. The students will need to analyze the articles to determine which features will be most fruitful to explore in their papers.

Certainly it would be wise for the teacher to have the students begin to write their papers in class. He should remind them of the importance of quoting selectively and accurately, refresh their memories on how to use quotation marks and ellipsis marks, and show them how, in this kind of paper, to make informal bibliographic references to the articles early in their papers, and then not use footnotes in the papers, since the footnotes would be monotonously repetitious. With a good start in class, the students should be able to complete the papers on their own.

A & B. Purpose: To clarify the difference between formal and informal styles.

Write a 400-500 word paper contrasting the styles employed in two periodical articles, one written for a popular audience, the other for a more limited audience. For example, you might select SCIENCE DIGEST as a popular magazine, SCIENTIFIC AMERICAN as a magazine for more educated readers; or you might select the NEW YORK DAILY NEWS as a popular newspaper, the NEW YORK TIMES as a newspaper for a more limited audience. Study sentence length and complexity, vocabulary level, and tone. Be sure that you organize the body of your paper according to principles of systematic division and that the entire paper culminates in a general idea which controls the content and organization. Cite clearly the sources you use, carefully using brief quotations (in quotation marks) to illustrate what you mean.

Reference:

Perrin, Porter G. WRITER'S GUIDE AND INDEX TO ENGLISH. 3d ed. Chicago: Scott, Foresman and Company, 1959. Chap. 1.

B & C. Purpose: To learn to adjust diction and tone to a formal situation.

Instruct each student to come to class the next day prepared to write a one-page letter (somewhat longer if necessary) to an official whom he does not know very well, if at all. The student should assume that he is in some sort of difficulty and wishes to explain why he should be given special consideration. For example, he may assume that a teacher reported him for cheating on an examination and that he wishes to explain some of the circumstances to the principal before the principal passes judgment. Probably it will be best for the student not to assume that either the teacher or principal would act from ill will. If the student has made a mistake, probably it will be best for him to admit it and even apologize for it. At the same time, however, he should explain modestly but clearly what it is which should not be overlooked in judging him. The letter could be a request for a special favor usually not granted. In any case, the student should identify the official in the address of the letter and write in a rahter formal but unpretentious style, making sure that the letter is as neat and correct as possible.